



eCOMMONS

Loyola University Chicago
Loyola eCommons

Master's Theses

Theses and Dissertations

1957

An Experimental Investigation of the Relationship between Personality Traits and Social Preference of Classmates

Mary Brudny
Loyola University Chicago

Recommended Citation

Brudny, Mary, "An Experimental Investigation of the Relationship between Personality Traits and Social Preference of Classmates " (1957). *Master's Theses*. Paper 1368.
http://ecommons.luc.edu/luc_theses/1368

This Thesis is brought to you for free and open access by the Theses and Dissertations at Loyola eCommons. It has been accepted for inclusion in Master's Theses by an authorized administrator of Loyola eCommons. For more information, please contact ecommons@luc.edu.



This work is licensed under a [Creative Commons Attribution-Noncommercial-No Derivative Works 3.0 License](https://creativecommons.org/licenses/by-nc-nd/3.0/).
Copyright © 1957 Mary Brudny

An Experimental Investigation of the Relationship
Between Personality Traits and Social
Preference of Classmates.

by

Mary Brudny

A Thesis Submitted to the Faculty of the Graduate
School of Loyola University in Partial Fulfill-
ment of the Requirement for the Degree of
Master of Arts

January

1957

LIFE

Mary Brudny was born in Chicago, Illinois, on August 24, 1924.

She was graduated from Lindblom High School, Chicago, Illinois, June 1941, and from Loyola University, Chicago, Illinois, June 1949, with the degree of Bachelor of Science in Psychology.

ACKNOWLEDGMENT

The writer wishes to extend sincere thanks to her advisor, Marcella Twomey, for her valuable assistance and guidance.

TABLE OF CONTENTS

	PAGE
LIFE OF AUTHOR	i
ACKNOWLEDGMENT	ii
TABLE OF CONTENTS	iii
LIST OF TABLES	iv
CHAPTER	
I - INTRODUCTION	1
II - REVIEW OF RELATED LITERATURE	2
III - DESCRIPTION OF EXPERIMENTAL METHODS AND PROCEDURES	10
IV - RESULTS	17
V - CONCLUSIONS	28
BIBLIOGRAPHY	31
APPENDIX	

CHAPTER I

INTRODUCTION

It is most interesting to note that a child, as soon as he is old enough to have active social dealings with people, is likely to show preferences. These preferences continue throughout life, even though as he grows older his interests and social adjustments change, and there are shifts in his choice of companions.

Is there possibly a relationship between certain personality traits and the extent to which one is preferred by others? It is this question which prompts the writer to undertake the present study. The purpose is to investigate in school children of homogenous background the relationship between personality traits and social preference of classmates. Secondly, it is hoped to compare these results with teacher rating of pupils for social acceptance.

CHAPTER II

REVIEW OF RELATED LITERATURE

Investigation of literature in the field of social preference and sociometric studies has not revealed a great deal of material related to the present problem. However, there are studies which investigate some phase of this work and should be discussed here as having a bearing on this project.

The systematic investigation of group structure and the individual's place in it had its chief origin in the work of Jacob L. Moreno, Who Shall Survive. Moreno asked school children to choose the boy or girl whom each would like best to have sit on either side of them and whom second best. From this a complex structure of the class organization was uncovered. A number of children remained unchosen or isolated; a number chose each other, forming mutual pairs, triangles or chains; others attracted very many choices.

Kindergarten children were also tested, and it was evident that the attractions were definite although the motivations may have been very inarticulate.

Moreno made comparisons of the different groups and noted the

following:

The kindergarten child instantaneously bubbles over with his choice. Approximately one-third of the choices were for the opposite sex.

In the fifth grade the intersexual choices are almost totally missing. The group is now split up into two homosexual groups. The motivations are often based on similarities of traits, physical and mental, of social standing and of interests in common pursuits.

By the time a child reaches the eighth grade there is a rise in the number of intersexual attractions. The choice is not spontaneous but rather thought about.¹

From his studies Moreno has concluded the following Socio-genetic Law:

The finding that with the maturing of the intelligence and the emotions, also the sociability of an individual matures was to be expected. But it is unexpected to find that a group of individuals "grows," that the organization of their interrelations crystallizes, that the clashes between the different intelligences, emotionabilities and sociabilities of individuals within the group do not destroy the process of maturation nor prohibit the existence and recurrence of regular tendencies within it.

Our findings suggest the notion that group organization is in its ontogenetic development to a great extent an epitome of the form-modifications which successive ancestral societies of the species underwent in the course of their historic evolution. It may be called

¹ Jacob L. Moreno, Who Shall Survive, Beacon House, Inc., Beacon, New York, Revised Edition 1953, 176-200.

the group theory of evolution. This hypothesis is suggested by:

a) Spontaneous organization of groupings among children and adolescents develop year after year from simple to more complex stages of integration.

b) These groups reveal that a remanence of lower organization can always be traced in the next higher stage and that indicators of a beginning towards higher organization can be traced in the next lower stage.

c) Similarities have been noted between spontaneous group organizations among classes of children in the early grades and spontaneous group organizations among mentally retarded adolescents.

d) Similarities of tendencies in social organization are suggested between children's societies and those of primitives.²

Following the basic work of Moreno other research followed.

M. E. Bonney reported in Sociometry his study dealing with mutual friendships. He attempted to determine what factors, such as academic achievement, intelligence, certain kinds of interests, socio-economic home background and personality traits play the greatest part in social preference, primarily pairs of mutual friends, as compared with performance of those pairs of students who were considered non-friends.

The method used was choosing companions for certain activities

2 Ibid., 213-215

and making a comparison with results of a battery of tests on the above-named factors. The following choosing situations were used:³

- 1) Choosing of companions for having a picture taken.
- 2) Giving Christmas presents.
- 3) Giving of Valentines.
- 4) Selecting a seating companion.
- 5) Choosing partner of a trip.
- 6) Sketching friends in an art class.
- 7) Giving Easter cards.
- 8) Designated ones preferred as companions to go home with after school.
- 9) Selecting partner for a party.

The battery of tests used by Bonney were:

Academic Achievement

Gates Primary Reading Test

Intelligence

California Test of Mental Maturity (2)

Kuhlman Anderson (3-4)

Otis Self Administering (5)

Pintner Intermediate (6)

Interests

Interest Inventory for Elementary Grades - Dresse & Mooney

Home Background

Minnesota Home Stature Index - Leahy

Personality

California Test of Personality

Bell Adjustment Inventory

3 Merl E. Bonney, "A Sociometric Study of the Relationship of some Factors to Mutual Friendships on the Elementary, Secondary and College Levels," Sociometry, IX, 1946, 21-47.

Results indicate that academic achievement has little to do with determining friendship relationships. General intelligence seemed only slightly more important. For elementary school children recreational interests of mutual friends did not correlate. At the secondary and college levels a reliable relationship was found between occupational interests of friends. Socio-economic background played a small but consistent part in determining friendships. In the elementary grades results of personality tests showed little association with friendship formation, but at the high school level social and emotional adjustment appeared to become important factors in friendship.

Arthur Singer reports his work on certain aspects of personality, as measured by the California Test of Personality, and their relation to certain group modes and constancy of friendship choices, as measured by the classroom social distance scale and sociometric techniques. These instruments were administered many times to arrive at a constancy score. The results of his study were as follows:

- 1) There is little relationship between certain aspects of personality and inter-personal-group social modes.
- 2) At any given time there is a definite relationship of any individual to a group and the group to the individual as shown by the sociograms and the classroom social distance scales.
- 3) A definitely high degree of constancy in valued

choices exists between individuals or the group as a whole.

4) There exists a fairly significant relationship between the group's high rank in social acceptability and the group's high rank in personality adjustment.

5) A definite relationship can be established between the individual's acceptance by the group and the group's acceptance by the individual as is evidenced by the classroom social distance scales. It is also to be noted that the group significantly socially accepts individuals of the group more than the individuals accept the group.

6) Over a period of time there is a continuous change shown by the group in certain aspects of personality and group structure.

7) Individuals and this group as a whole do accept classmates to a greater or lesser degree at different times with respect to results shown by the classroom social distance scales.

8) Individuals who rank high on one performance of the personality test tend to rank high on any other performance of the same instrument as was evidenced by correlations run between them.⁴

Thomas B. Lemann and Richard L. Solomon studied group characteristics as revealed in sociometric patterns and personality ratings. They intended not only to investigate certain aspects of the nature of the

4 Arthur Singer, "Certain Aspects of Personality and Their Relation to Certain Group Modes and Constancy of Friendship Choices," Journal of Educational Research, XLV, 1951-52, 39-40.

group structure and function as related to personality data, but also placed emphasis on methodology and improvement of techniques. The procedure used was administering a questionnaire consisting of two parts, one based on information from personality rating scales and one based on sociometric material.

Lemann and Solomon then concluded that:

Those subjects who were highly noticed by others were more likely to be noticed unfavorably than favorably, that is, they were more likely to have low status than high status. Those who were very unnoticed by the group were more likely to be liked than disliked. It appeared that high status and high noticeability may be mutually exclusive.⁵

Mary L. Northway reported another aspect of social acceptability. She pointed out that a score received on any test indicated the degree to which the individual was accepted by that one group, but did not indicate how acceptable he might be in other situations. She then attempted to determine whether an individual's status varies at random in every group or if he maintains the same degree of acceptance in other situations. The test administered asked the children to indicate which boys and girls they liked to work and play with best.

5 Thomas B. Lemann and Richard L. Solomon, "Group Characteristics as Revealed in Sociometric Patterns and Personality Ratings," Sociometry Monographs, XXVII, 1952, 12-13.

Northway concludes:

Students tended to maintain their same degree of acceptance in a group of 29 as they had in a group of 80. Investigators who have attempted to clarify the personality characteristics of highly accepted and least accepted individuals have consistently discovered the same general patterns. The least accepted individuals always include the retiring, lethargic, ingrown and self-centered. The highly accepted are the expansive, sympathetic, dynamic, objective ones.

An individual's acceptance score as measured in one group is a reliable index to what his acceptance score will be in a reasonably similar (cultural-age) group. That is, his acceptance score is an outward measure of a psychological characteristic called acceptability.⁶

⁶ Mary L. Northway, "Sociometry and Some Challenging Problems of Social Relationships," Sociometry Monographs, XI, 1947, 57-59.

CHAPTER III

DESCRIPTION OF EXPERIMENTAL METHODS AND PROCEDURES

Since the stated purpose of this study is to investigate the relationship between personality traits and social preference of classmates among school children, it would be well to explain the meaning of the term "personality" so as to have an idea of what is being measured. Gordon W. Allport¹ defines personality as follows:

"Personality is the dynamic organization within the individual of those psychophysical systems that determine his unique adjustments to his environment."

The objective appraisal of personality is relatively new. It became evident that factors in personality could not be revealed by means of the ordinary ability and achievement tests. Thus in recent years a large number of personality inventories have appeared.

The writer has chosen two inventories. The first to be considered is the California Test of Personality. It was devised by Louis R. Thorpe,

¹ Gordon W. Allport, Personality—A Psychological Interpretation, Henry Holt & Co., New York, Revised 1946, 48.

Willis W. Clark and Ernest W. Tiegs to provide a frame of reference regarding the nature of personality determinants and their relationships to each other and to the total functioning personality.²

This inventory is divided into two parts, the first being Personal Adjustment which includes the sub-groupings of:

- 1A. Self-Reliance
- 1B. Sense of Personal Worth
- 1C. Sense of Personal Freedom
- 1D. Feeling of Belonging
- 1E. Withdrawing Tendencies (freedom from)
- 1F. Nervous Symptoms (freedom from)

and the second part is designated as Social Adjustment and includes:

- 2A. Social Standards
- 2B. Social Skills
- 2C. Anti-Social Tendencies (freedom from)
- 2D. Family Relations
- 2E. School Relations
- 2F. Community Relations

The inventory also yields a score for Total Adjustment.

It is interesting to note that the authors do not consider the above items as traits, but rather are tendencies to feel, think and act in a certain way.

The following coefficient of reliability, computed with the

² Willis W. Clark, Louis P. Thorpe, and Ernest W. Tiegs, California Test of Personality Manual, Form AA, California Test Bureau, Los Angeles, California, 1953 Revision, 7.

Kuder-Richardson formula using alternate forms of the inventory and obtained with 648 cases, are quoted by the authors of the California:³

<u>Form AA or BB</u>	<u>r</u>	<u>S. E. Meas.</u>
1. Personal Adjustment	.93	3.44
2. Social Adjustment	.92	2.97
TOTAL ADJUSTMENT	.94	5.02

There may not be total agreement by everyone on the validity of any personality inventory, and it may be due to the fact that the status of personality factors and social adjustment of an individual are considered as intangibles. However, this particular inventory was chosen by the writer because it was believed to be one of the better-constructed group personality inventories available. Another feature in its favor was ease in administering and scoring.

The Educational Research Bulletin of the New York City Schools⁴ states that the California Test of Personality is perhaps the most diagnostic of any inventory of the same type, that is, organized so students can answer questions by themselves. They feel, however, that it is best used for

3 Ibid., 4.

4 "Appraisal of Growth in Reading," Educational Research Bulletin of the Bureau of Reference, Research and Statistics, Board of Education of the City of New York, 2, November 1941, 28.

clinical procedure and is particularly useful with problem boys and girls.

The second test used in this study is the SRA Inventory, and is a needs and problem inventory as the children themselves see their problems. This inventory was devised by H. H. Remmers and Robert H. Bauernfeind.⁵ The inventory consists of 223 statements of problems frequently experienced by elementary school children and is divided into five areas: (1) My Health, (2) Getting Along with Other People, (3) About Me and My School, (4) About Myself, and (5) About Me and My Home. A score is obtained for each of the five areas.

The authors of the SRA Inventory quote the following reliability coefficients for the five areas, computed by the Spearman-Brown formula using the split-half method and based on 847 cases.⁶

<u>Area</u>	<u>Reliability</u>
My Health	.818
Getting Along with Other People	.905
About Me and My School	.900
About Myself	.878
About Me and My Home	.806

5 Robert H. Bauernfeind and H. H. Remmers, SRA Junior Inventory Manual, Form A, Science Research Associates, Inc., Chicago, Illinois, 1951, 1.

6 Ibid., 9.

The validity of this inventory may be open to question. The authors feel more evidence on this point is required. At the same time they believe that the items contained in the inventory are of such a nature that there is usually no external criterion, but has validity for that child. For example, if a child checks the statement, "I wish my daddy would play with me more," we have immediate evidence of the validity of that statement for that particular child—for that is the way he feels.⁷

It is hoped that use of the SRA Inventory in this study may give more evidence of its reliability and validity.

The authors point out that interpretation and use of the inventory results should be made with the following thoughts in mind: (a) A child may fail to mark—or refuse to mark—a problem that is serious; (b) the mode of response is such that the Inventory gives no measure of the intensity of the problem represented by a checked item. One individual may check many items but reveal no really serious problems, whereas another individual may check only a few problems but in so doing may reveal a serious situation that calls for immediate help.

The subjects for this study were obtained from a parochial school in Chicago. The number of subjects totaled 191—108 girls and 89

⁷ Ibid., 9.

boys. They were taken from four classes—fifth, sixth, seventh and eighth grades. Their ages ranged from 9 years - 11-1/2 months to 15 years - 8 months, with an average age of 12 years - 2 months.

Subjects were selected from the same educational level, religion, race, culture and economic status, in order to avoid too many variables entering into the experiment.

The procedure followed in the experiment was administering the California Test of Personality—Elementary Form AA, and the SRA Junior Inventory, Form A, and a questionnaire on preference of classmates, to 191 subjects between the grades of five to eight in a parochial school. (See Appendix for copy of the three instruments used.) Each test was administered according to special instructions given in the Manual of Directions. The California Test of Personality was administered first, followed by the SRA Junior Inventory and the questionnaire was given last. No time limit was set for any of the inventories. However, mostly all subjects had completed each of the tests in 45 minutes.

When the questionnaire was distributed to the children the following instructions were given: "You see there are six questions. The first one asks: (each one read) Some of the boys and girls who belong to this classroom are away today. However, you know their names and if they are the people you would choose, put their names down. You may put the

same name to more than one question if you would really choose the same person each time. Be sure to write the last names as well as the first name of the boys and girls you choose. Are there any questions?"

A fourth set of scores were also gathered. These scores were the teachers' evaluation of the social acceptance of the subjects and were ranked from most accepted to least accepted.

CHAPTER IV

RESULTS

The results of this study will be presented in this chapter.

Following administration of the California Test of Personality, the SRA Junior Inventory and the questionnaire, each was scored and tabulated.

On the California all correct answers were counted. A high score indicates a high rating, while a low score indicates a low rating. These scores were then ranked from highest to lowest for each grade.

Scores on the SRA Junior Inventory represent only a count of the problems marked. Therefore on this inventory a small number indicates few problems or a high rating, while a large number represents many problems or a low rating. These scores were ranked from lowest to highest for each grade.

Responses on the questionnaire were tabulated in the following manner: When a child was chosen for any of the favorable activities listed a score of 1 was given. When a child was chosen as the one most disliked, a -1 was given and subtracted from the total. The child chosen most often would have a high number, while the child most disliked would usually show a minus figure. These scores were then ranked from highest to minus

numbers for each grade.

The teachers' evaluation of the pupils' social acceptance was given in rank order from most accepted to least accepted.

The scores of each class on each of the instruments were correlated by Spearman's Rank-Difference Correlation Method.¹

Table I² reports the coefficient of correlation between the total scores on the California Test of Personality and Pupils' Preference of Classmates. The correlations range between .20 and .39, with an average of .28. These correlations are low and show a small but definite relationship.

Table II³ shows the coefficient of correlation between total scores on the SRA Junior Inventory and Pupils' Preference of Classmates. The correlations range between -.05 and .42, with an average of .20. It is most interesting to note that a correlation of .42 was found for the fifth graders, youngest of the children tested, and a -.05 for the eighth graders, the oldest group. The reason for this difference is not known to the writer.

1 J. P. Guilford, Fundamental Statistics in Psychology and Education, McGraw-Hill Book Co., Inc., New York, N. Y., 1950, 310-312.

2 Table I, 19.

3 Table II, 20.

TABLE I

RANK-DIFFERENCE CORRELATION BETWEEN
TOTAL SCORES ON THE CALIFORNIA TEST OF PERSONALITY
AND PUPILS' PREFERENCE OF CLASSMATES

Population	No. of Cases	rho	Sign. Levels ⁴
5th Grade	35 (18 Boys (17 Girls	.39	.05-.01
6th Grade	56 (22 Boys (34 Girls	.20	—
7th Grade	57 (28 Boys (29 Girls	.23	—
8th Grade	43 (21 Boys (22 Girls	.25	—

⁴ Snedecor, George W., Statistical Methods, Iowa State College Press, 4th Edition, 1946.

TABLE II

RANK-DIFFERENCE CORRELATION BETWEEN
TOTAL SCORES ON THE SRA JUNIOR INVENTORY
AND PUPILS' PREFERENCE OF CLASSMATES

Population	No. of Cases	rho	Sign. Levels	5
5th Grade	35 (18 Boys (17 Girls	.42	.01	
6th Grade	56 (22 Boys (34 Girls	.17	—	
7th Grade	57 (28 Boys (29 Girls	.25	.05	
8th Grade	43 (21 Boys (22 Girls	-.05	—	

5 Ibid.

TABLE III

RANK-DIFFERENCE CORRELATION BETWEEN
TOTAL SCORES ON THE CALIFORNIA TEST OF PERSONALITY
AND THE SRA JUNIOR INVENTORY

Population	No. of Cases	rho	Sign. Levels ⁶
5th Grade	35 (18 Boys (17 Girls)	.59	<.01
6th Grade	56 (22 Boys (34 Girls)	.56	<.01
7th Grade	57 (28 Boys (29 Girls)	.71	<.01
8th Grade	43 (21 Boys (22 Girls)	.68	<.01

⁶ Ibid.

TABLE IV

RANK-DIFFERENCE CORRELATION BETWEEN
TOTAL SCORES ON THE CALIFORNIA TEST OF PERSONALITY
AND TEACHER'S EVALUATION OF STUDENTS' SOCIAL ACCEPTANCE

Population	No. of Cases	rho	Sign. Levels ⁷
5th Grade	35 (18 Boys (17 Girls	.41	.01
6th Grade	56 (22 Boys (34 Girls	.14	—
7th Grade	57 (28 Boys (29 Girls	.35	.01
8th Grade	43 (21 Boys (22 Girls	.28	—

⁷ Ibid.

TABLE V

RANK-DIFFERENCE CORRELATION BETWEEN
TOTAL SCORES ON THE SRA JUNIOR INVENTORY
AND TEACHERS' EVALUATION OF STUDENTS' SOCIAL ACCEPTANCE

Population	No. of Cases	rho	Sign. Levels ⁸
5th Grade	35 (18 Boys (17 Girls	.59	<.01
6th Grade	56 (22 Boys (34 Girls	.12	—
7th Grade	57 (28 Boys (29 Girls	.32	.01
8th Grade	43 (21 Boys (22 Girls	.21	—

⁸ Ibid.

TABLE VI

RANK-DIFFERENCE CORRELATION BETWEEN
PUPILS' PREFERENCE OF CLASSMATES AND
TEACHERS' EVALUATION OF STUDENTS' SOCIAL ACCEPTANCE

Population	No. of Cases	rho	Sign. Levels ⁹
5th Grade	35 (18 Boys 17 Girls)	.63	<.01
6th Grade	56 (22 Boys 34 Girls)	.45	<.01
7th Grade	57 (28 Boys 29 Girls)	.31	.05-.01
8th Grade	43 (21 Boys 22 Girls)	.25	—

⁹ Ibid.

However, it may be that the younger children were more free in truthfully checking their problems, while the older ones were less inclined or even refused to reveal their problems.

Table III¹⁰ reports the coefficient of correlation between the total scores on the California Test of Personality and the SRA Junior Inventory. The correlations range from .56 to .71 with an average of .64. These rather high correlations indicate that the two inventories do cover the same material to a great degree and that there is a substantial relationship between them.

Table IV¹¹ shows the coefficient of correlation between total scores on the California Test of Personality and the Teachers' Evaluation of Students' Social Adjustment. The correlations range between .14 and .41 with an average of .30. Again, these correlations are low, and show a small but definite relationship.

Table V¹² reports the coefficient of correlation between total scores on the SRA Junior Inventory and the Teachers' Evaluation of Students' Social Adjustment. The correlations range between .21 and .59 with an

10 Table III, 21.

11 Table IV, 22.

12 Table V, 23.

average of .31. It is most interesting to note that the youngest children (5th grade) show a substantial relationship of .59, whereas the others are low. The reason for this difference in correlation is not evident. Again, the writer surmises that the younger children would be more willing to expose their problems.

Table VI¹³ shows the coefficient of correlation between Pupils' Preference of Classmates and Teachers' Evaluation of Students' Social Acceptance. The correlations range between .02 for the oldest children to .63 for the youngest. There is a significant relationship for the youngest group (5th grade), low relationship for the sixth and seventh grades, and none for the oldest (8th grade). Moreno reported in his original study¹⁴ that teacher and pupil judgments tended to agree with the extremes in position, but their estimates varied more widely in regard to those pupils whose popularity lay between the two extremes. 48% of those most frequently chosen by the students were identified as such by the teacher, and 38% of the least chosen were so identified. He further states that the intricacies of

13 Table VI, 24.

14 Jacob L. Moreno, "Who Shall Survive," Nervous and Mental Disease Monograph Series No. 58, Washington, D. C., 1934, 23-55.

the children's own complicated and changing associations prevent the teacher from having true insight, and this fact appears as one of the great handicaps in the development of teacher-child relationships.

Some interesting results were revealed in individual cases. One boy was chosen as most liked 24 times by his classmates. The teacher also ranked him as most accepted. He scored high on the California Test of Personality, but not the highest, and listed few problems.

In the same class one boy was chosen 36 times as most disliked. He scored rather low on the California and the teacher ranked him 49 out of 57 in social acceptance. He listed only 10 problems, whereas some other pupils listed as many as 50 or 60.

In another class one boy was chosen 40 times as most liked. He ranked 13 on the California and was chosen 7th by the teacher in social acceptance. He listed 32 problems.

CONCLUSIONS

The main purpose of this study was to investigate in school children of homogenous background the relationship between personality traits and social preference of classmates. At the same time these results were compared with the teachers' evaluation of the pupils' social acceptance.

The procedure followed was administering the California Test of Personality—Elementary Form AA, the SRA Junior Inventory, and a questionnaire on preference of classmates, to 191 students from grades five to eight in a parochial school. Each of the teachers were also requested to rank their pupils for social acceptance, from most accepted to least accepted.

These scores were correlated by Spearman's Rank-Difference Correlation Method and the following conclusions reached:

- 1) Results with the California Test of Personality show too little relationship with social preference among classmates to be considered significant.
- 2) Results with the SRA Inventory are not consistent with preference of classmates. No significant relationship is revealed.
- 3) There is little relationship between the teachers' evaluation

of students' social acceptance and the ratings on either of the inventories used. Although there is a small positive correlation, it is not large enough to be considered significant.

4) There is a small positive relationship between the pupils' preference of classmates and the teachers' evaluation of the students' preference among younger children, but even this slight relationship consistently diminishes between the fifth and eighth grades. The relationship for the younger children is significantly higher than for the older ones. The writer believes the younger children freely reveal their preferences and are not as reserved about their preferences as the older ones would be, and accounts partially for this difference.

5) The two inventories, the California Test of Personality and the SRA Junior Inventory, show positive correlations ranging from .56 to .71 with an average of .64.

6) Findings in this study approximate those reported in other similar studies. Similar findings were reported by M. E. Bonney in Sociometry.¹ He attempted to determine the relationship between social preferences, particularly pairs of mutual friends, and several factors;

1 Bonney, "A Sociometric Study of the Relationship of some Factors to Mutual Friendships on the Elementary, Secondary and College Levels," Sociometry, IX, 21-47.

namely, academic achievement, intelligence, interests, socio-economic home background and personality traits.

Bonney used the California Test of Personality and the Bell Adjustment Inventory and compared results with choice of companions for certain activities. Results showed that there is little association between personality traits and friendship formation on the elementary school level.

BIBLIOGRAPHY

- Allport, Gordon W., Personality—A Psychological Interpretation, Henry Holt & Co., New York, Revised 1946.
- Bauernfeind, Robert H., and Remmers, H. H., SRA Junior Inventory Manual, Form A, Science Research Associates, Inc., Chicago, Illinois, 1951.
- Bonney, Merl E., "A Sociometric Study of the Relationship of Some Factors to Mutual Friendships on the Elementary, Secondary and College Levels," Sociometry, IX, 1946.
- Clark, Willis W., Thorpe, Louis P., and Tiegs, Ernest W., California Test of Personality Manual, Form AA, California Test Bureau, Los Angeles, California, 1953 Revision.
- Guilford, J. P., Fundamental Statistics in Psychology and Education, McGraw-Hill Book Co., Inc., New York, N. Y., 1950.
- Lemann, Thomas B. and Solomon, Richard L., "Group Characteristics as Revealed in Sociometric Patterns & Personality Ratings," Sociometry Monographs, 1952.
- Moreno, Jacob L., "Who Shall Survive," Nervous and Mental Disease Monograph Series No. 58, Washington, D. C., 1934.
- Moreno, Jacob L., Who Shall Survive, Beacon House, Inc., Beacon, N. Y., Revised Edition 1953.

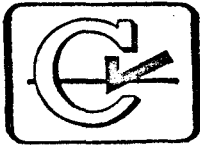
Northway, Mary L., "Sociometry and Some Challenging Problems of Social Relationships," Sociometry Monographs, 1947.

Singer, Arthur, "Certain Aspects of Personality and Their Relation to Certain Group Modes, and Constancy of Friendship Choices," Journal of Educational Research, 1951-52.

Snedicor, Goerge W., Statistical Methods, Iowa State College Press, 4th Edition, 1946.

"Appraisal of Growth in Reading," Educational Research Bulletin of the Bureau of Reference, Research and Statistics, Board of Education of the City of New York, 2, November 1941.

APPENDIX



Elementary • GRADES 4-5-6-7-8 • form AA

California Test of Personality

1953 Revision

Devised by

LOUIS P. THORPE, WILLIS W. CLARK, AND ERNEST W. TIEGS

Do not write or mark on this booklet unless told to do so by the examiner.

(CIRCLE ONE)

Name..... Grade..... Boy Girl
Last First Middle

School..... City..... Date of Test.....
Month Day Year

Examiner..... (.....) Pupil's Age..... Date of Birth.....
Month Day Year

Instructions for the Pupil:

1. Read the directions carefully.

2. Write your name and grade in the space provided.

3. Write the date of the test in the space provided.

4. Write the name of the examiner in the space provided.

5. Write the name of the school in the space provided.

6. Write the name of the city in the space provided.

7. Write the date of birth in the space provided.

8. Write the age in the space provided.

INSTRUCTIONS TO PUPILS

DO NOT WRITE OR MARK ON THIS TEST BOOKLET UNLESS TOLD TO DO SO BY THE EXAMINER

You are to decide for each question whether the answer is YES or NO and mark it as you are told. The following are two sample questions:

SAMPLES

- A. Do you have a dog at home? YES NO
B. Can you ride a bicycle? YES NO

DIRECTIONS FOR MARKING ANSWERS

ON ANSWER SHEETS

Make a heavy black mark under the word YES or NO to show your answer. If you have a dog at home, you would mark under the YES for question A as shown below. If you cannot ride a bicycle, you would mark under the NO for question B as shown below.

	YES	NO
A		
B		

Remember, you mark under the word that shows your answer. Now find Samples A and B on your answer sheet and show your answer for each by marking YES or NO. Do it now. Find answer row number 1 on your answer sheet. Now wait until the examiner tells you to begin.

ON TEST BOOKLETS

Draw a circle around the word YES or NO, whichever shows your answer. If you have a dog at home, draw a circle around the word YES in Sample A above; if not, draw a circle around the word NO. Do it now.

If you can ride a bicycle, draw a circle around the word YES in Sample B above; if not, draw a circle around the word NO. Do it now.

Now wait until the examiner tells you to begin.

After the examiner tells you to begin, go right on from one page to another until you have finished the test or are told to stop. Work as fast as you can without making mistakes. Now look at item 1 on page 3. Ready, begin.

SECTION 1 A

1. Do you usually keep at your work until it is done? YES NO
2. Do you usually apologize when you are wrong? YES NO
3. Do you help other boys and girls have a good time at parties? YES NO
4. Do you usually believe what other boys or girls tell you? YES NO
5. Is it easy for you to recite or talk in class? YES NO
6. When you have some free time, do you usually ask your parents or teacher what to do? YES NO
7. Do you usually go to bed on time, even when you wish to stay up? YES NO
8. Is it hard to do your work when someone blames you for something? YES NO
9. Can you often get boys and girls to do what you want them to? YES NO
10. Do your parents or teachers usually need to tell you to do your work? YES NO
11. If you are a boy, do you talk to new girls? If you are a girl, do you talk to new boys? YES NO
12. Would you rather plan your own work than to have someone else plan it for you? YES NO

SECTION 1 B

13. Do your friends generally think that your ideas are good? YES NO
14. Do people often do nice things for you? YES NO
15. Do you wish that your father (or mother) had a better job? YES NO
16. Are your friends and classmates usually interested in the things you do? YES NO
17. Do your classmates seem to think that you are not a good friend? YES NO
18. Do your friends and classmates often want to help you? YES NO
19. Are you sometimes cheated when you trade things? YES NO
20. Do your classmates and friends usually feel that they know more than you do? YES NO
21. Do your folks seem to think that you are doing well? YES NO
22. Can you do most of the things you try? YES NO
23. Do people often think that you cannot do things very well? YES NO
24. Do most of your friends and classmates think you are lazy? YES NO

SECTION 1 C

25. Do you feel that your folks boss you too much? YES NO
26. Are you allowed enough time to play? YES NO
27. May you usually bring your friends home when you want to? YES NO
28. Do others usually decide to which parties you may go? YES NO
29. May you usually do what you want to during your spare time? YES NO
30. Are you prevented from doing most of the things you want to? YES NO
31. Do your folks often stop you from going around with your friends? YES NO
32. Do you have a chance to see many new things? YES NO
33. Are you given some spending money? YES NO
34. Do your folks stop you from taking short walks with your friends? YES NO
35. Are you punished for lots of little things? YES NO
36. Do some people try to rule you so much that you don't like it? YES NO

SECTION 1 D

37. Do pets and animals make friends with you easily? YES NO
38. Are you proud of your school? YES NO
39. Do your classmates think you cannot do well in school? YES NO
40. Are you as well and strong as most boys and girls? YES NO
41. Are your cousins, aunts, uncles, or grandparents as nice as those of most of your friends? YES NO
42. Are the members of your family usually good to you? YES NO
43. Do you often think that nobody likes you? YES NO
44. Do you feel that most of your classmates are glad that you are a member of the class? YES NO
45. Do you have just a few friends? YES NO
46. Do you often wish you had some other parents? YES NO
47. Is it hard to find friends who will keep your secrets? YES NO
48. Do the boys and girls usually invite you to their parties? YES NO

SECTION 1 E

49. Have people often been so unfair that you gave up? YES NO
50. Would you rather stay away from most parties? YES NO
51. Does it make you shy to have everyone look at you when you enter a room? YES NO
52. Are you often greatly discouraged about many things that are important to you? YES NO
53. Do your friends or your work often make you worry? YES NO
54. Is your work often so hard that you stop trying? YES NO
55. Are people often so unkind or unfair that it makes you feel bad? YES NO
56. Do your friends or classmates often say or do things that hurt your feelings? YES NO
57. Do people often try to cheat you or do mean things to you? YES NO
58. Are you often with people who have so little interest in you that you feel lonesome? YES NO
59. Are your studies or your life so dull that you often think about many other things? YES NO
60. Are people often mean or unfair to you? YES NO

SECTION 1 F

61. Do you often have dizzy spells? YES NO
62. Do you often have bad dreams? YES NO
63. Do you often bite your fingernails? YES NO
64. Do you seem to have more headaches than most children? YES NO
65. Is it hard for you to keep from being restless much of the time? YES NO
66. Do you often find you are not hungry at meal time? YES NO
67. Do you catch cold easily? YES NO
68. Do you often feel tired before noon? YES NO
69. Do you believe that you have more bad dreams than most of the boys and girls? YES NO
70. Do you often feel sick to your stomach? YES NO
71. Do you often have sneezing spells? YES NO
72. Do your eyes hurt often? YES NO



SECTION 2 E

121. Do you think that the boys and girls at school like you as well as they should? YES NO
122. Do you think that the children would be happier if the teacher were not so strict? YES NO
123. Is it fun to do nice things for some of the other boys or girls? YES NO
124. Is school work so hard that you are afraid you will fail? YES NO
125. Do your schoolmates seem to think that you are nice to them? YES NO
126. Does it seem to you that some of the teachers "have it in for" pupils? YES NO
127. Do many of the children get along with the teacher much better than you do? YES NO
128. Would you like to stay home from school a lot if it were right to do so? YES NO
129. Are most of the boys and girls at school so bad that you try to stay away from them? YES NO
130. Have you found that some of the teachers do not like to be with the boys and girls? YES NO
131. Do many of the other boys or girls claim that they play games more fairly than you do? YES NO
132. Are the boys and girls at school usually nice to you? YES NO

SECTION 2 F

133. Do you visit many of the interesting places near where you live? YES NO
134. Do you think there are too few interesting places near your home? YES NO
135. Do you sometimes do things to make the place in which you live look nicer? YES NO
136. Do you ever help clean up things near your home? YES NO
137. Do you take good care of your own pets or help with other people's pets? YES NO
138. Do you sometimes help other people? YES NO
139. Do you try to get your friends to obey the laws? YES NO
140. Do you help children keep away from places where they might get sick? YES NO
141. Do you dislike many of the people who live near your home? YES NO
142. Is it all right to do what you please if the police are not around? YES NO
143. Does it make you glad to see the people living near you get along fine? YES NO
144. Would you like to have things look better around your home? YES NO

List of Words

Sometimes young people find words in this booklet that they don't understand. If you find a word you don't know, look for it in the list below. It may help you understand it. If the word isn't in the list, ask your teacher.

- BASHFUL**—A *bashful* person feels funny among strangers.
- BOSSY**—A *bossy* person likes to order everybody around.
- BREATHE**—You *breathe* when air goes in and out your nose and mouth.
- CRABBY**—A *crabby* person is cross and cranky.
- DIZZY**—When you feel *dizzy*, you feel like you are going round and round and are falling down.
- GYM**—Gym is the school class in which you play games and do exercises.
- ITCH**—If you *itch*, you want to scratch.
- NERVOUS**—A *nervous* person gets excited and bothered a lot.
- "PEP"**—Somebody who has "*pep*" has lots of energy.
- PIMPLES**—*Pimples* are little red bumps on the skin.
- SNEEZE**—When you *sneeze*, you go "*kerchoo*." Pepper makes you *sneeze*.
- SOCIAL STUDIES**—Geography and history are *social studies*.
- SORES**—*Sores* are places on the skin that hurt.
- "SPOILED"**—A "*spoiled*" kid always gets his own way at home.
- STOMACH**—The *stomach* is the place food goes after you eat it.
- THUMPING**—*Thumping* is a noise like pounding or knocking.

1. I have a thumping in my chest
2. Sometimes it hurts when I breathe
3. I get out of breath when I run or play
4. I cough a lot in the morning
5. My feet hurt when I play
6. My feet hurt all the time
7. I have sores between my toes
8. My eyes itch
9. My eyes hurt a lot
10. Sometimes my ears hurt
11. My nose bleeds a lot
12. My teeth hurt
13. My head hurts a lot
14. My throat hurts a lot
15. My chest hurts
16. I have a thumping in my chest
17. My stomach hurts a lot
18. My back hurts
19. My arms hurt a lot
20. My hand hurts a lot
21. My fingers hurt
22. I can't hold on to my pencil
23. My legs hurt a lot
24. My hand shakes too much
25. Sometimes I get real dizzy
26. I get tired of sitting
27. I have little sores on my skin
28. I have to pick my nose a lot
29. I sneeze a lot

- 32. I'm sick a lot
- 33. I have a lot of colds
- 34. I "throw up" a lot
- 35. I have no "pep"
- 36. I can't hear very well
- 37. I can't see very well
- 38. I am hungry a lot
- 39. I don't like to eat
- 40. I am always so sleepy
- 41. I am not strong enough
- 42. I am too fat
- 43. I am too thin
- 44. My glasses make my eyes hurt
- 45. Sometimes I wet my bed

Getting Along With Other People

- 46. I need more friends
- 47. I can't make friends with very many kids
- 48. I can't run as fast as the other kids
- 49. I don't like people
- 50. People don't like me very much
- 51. People are too bossy
- 52. People treat me like a little kid
- 53. People make fun of me
- 54. People won't answer my questions
- 55. People don't think I'm ever right
- 56. People won't help me
- 57. I'm afraid of people

60. People think I'm too loud
61. People think I'm too crabby
62. I fight too much
63. I always say the wrong thing at the wrong time
64. The kids call me names
65. The kids pick on me
66. The kids chase me home
67. The kids won't play with me
68. The girls don't like to play with me
69. The boys don't like to play with me
70. I'd rather play with little kids
71. The kids think I'm too smart
72. The kids laugh at me
73. I'm afraid to talk to people
74. I'd like to have at least one good friend
75. People don't like my friends
76. I'd like to learn how to dance
77. I wish people would leave me alone
78. Nobody likes me
79. People hurt my feelings
80. I don't know how to act at a party
81. I don't like the girls
82. I don't like the boys
83. I can't work with people
84. I don't know how to talk to people
85. I don't know why people get mad at me
86. I'd like to know more about boys
87. I'd like to know more about girls

90. I don't like our school books
91. I don't like arithmetic
92. I don't like spelling
93. I don't like reading
94. I don't like writing
95. I don't like history
96. I don't like geography
97. I don't like social studies
98. I don't like gym
99. I don't like music
100. I don't like art
101. I don't get good grades in school
102. I don't see why I have to go to school
103. I can't remember my schoolwork
104. I'd like to find some good books to read
105. I'd like to join a club in school
106. I'd like to have a garden at school
107. I'd like to paint more in school
108. I'd like to have more music in school
109. I'd like to do more things in school
110. Our schoolroom gets too hot
111. Our schoolroom gets too cold
112. Our schoolroom is too dark
113. Our schoolroom is too dirty
114. I can't read very well
115. I can't write very well
116. I can't spell very well
117. I can't do arithmetic very well

120. I'm not smart enough
121. I don't like teachers
122. Teachers pick on me
123. Teachers make fun of me
124. Teachers won't answer my questions.
125. Teachers use words I don't know
126. Teachers don't help me
127. Teachers don't like me
128. Teachers are too bossy
129. I'm afraid of teachers
130. I don't have any fun in school
131. I'd like to quit school now
132. My schoolwork is too easy

About Myself

133. I am not nice-looking
134. I bite my fingernails too much
135. I'm afraid someone will hit me
136. I can't do anything right
137. I feel bad about things I do
138. I tell too many lies
139. I feel mad most of the time
140. I'm afraid my mother or daddy might die
141. Sometimes I wish I was dead
142. Sometimes I have to steal things
143. I swear too much
144. I get mad too much
145. I do things I shouldn't do
146. I want to be good and I can't

149. I worry too much
150. I'd like to be a boy
151. I'd like to be a girl
152. I can't talk very well
153. I'd like more clothes
154. I'd like a pet animal
155. I'm afraid of animals
156. I wish I could do more things by myself
157. I'd like to get a job
158. I wish I was good in games
159. I'm afraid of loud noises
160. I'm afraid of the doctor
161. I'm afraid of the dentist
162. I'm afraid of the dark
163. I'm afraid to be home alone at night
164. I'd like to know what I'm going to be when I grow up
165. I am too nervous
166. I am too short
167. I am too tall
168. I am too bashful
169. I am too loud
170. I am too careless
171. I am too bossy
172. I am too crabby
173. I can't go to sleep at night
174. I have bad dreams
175. I talk too much
176. I can't sit still

178. I wish we had more money

179. I'd like to have my own room

180. I don't like to take music lessons

181. I don't like to rest when the other kids are playing

182. I wish I could take music lessons

183. I wish I could go to more movies

184. I don't have enough things to play with

185. I wish we had a nice house

186. I don't like my home

187. I wish my daddy was home more

188. I wish my mother would come back

189. I'd like to have a brother or sister

190. I don't like my clothes

191. I wish I didn't have a brother

192. I wish I didn't have a sister

193. I wish my daddy would play with me more

194. I wish my mother would play with me more

195. My mother is too bossy

196. My daddy is too bossy

197. My brother is too bossy

198. My sister is too bossy

199. I don't like my brother

200. I don't like my sister

201. I wish my mother liked me more

202. I wish my daddy liked me more

203. My mother and daddy often fight

204. My mother treats me like a little kid

205. My daddy treats me like a little kid

206. My mother won't help me

- 209. My mother makes fun of me
- 210. My daddy makes fun of me
- 211. My mother doesn't think I'm ever right
- 212. My daddy doesn't think I'm ever right
- 213. My mother won't answer my questions
- 214. My daddy won't answer my questions
- 215. I'm afraid of my mother
- 216. I'm afraid of my daddy
- 217. I'm afraid of my sister
- 218. I'm afraid of my brother
- 219. My home gets too hot
- 220. My home gets too cold
- 221. My home is too dark
- 222. My home is too dirty

- 223. I have to do too much work at home

QUESTIONNAIRE

- (1) Which one of your classmates would you like to have seated next to you?

- (2) Which one do you like second best?

- (3) Which one of your classmates would be your first choice as a playmate?

- (4) Which boy in the class do you like best?

- (5) Which girl in the class do you like best?

- (6) Who in the classroom do you like least?

NAME

APPROVAL SHEET

The thesis submitted by Miss Mary Brudny has been read and approved by three members of the Department of Psychology.

The final copies have been examined by the director of the thesis and the signature which appears below verifies the fact that any necessary changes have been incorporated, and that the thesis is now given final approval with reference to content, form, and mechanical accuracy.

The thesis is therefore accepted in partial fulfillment of the requirements for the Degree of Master of Arts.

May 11, 1957
Date

Donald A. F...
Signature of Adviser